



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel International Advanced
Subsidiary Level
In Spanish (WSP01) Paper 01
Spoken Expression and Response

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Publications Code WSP01_01_1906_ER

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Introduction

It was fascinating to hear young people from many parts of the world and different nationalities speaking Spanish. In general, this summer, the standard of the speaking exams was very high.

The following report is a summary of comments and feedback from the examiners. This report should be read in conjunction with the Mark Scheme, in particular, the Marking Guidance for Oral Examiners and the Indicative Content sections. These materials can be found on the website in the Course Materials section.

Examiners heard some short tests this summer. Tests should last 8-10 minutes. If a test is too short, the marks for Accuracy and Spontaneity and Development will be affected.

Examiners' feedback on Section A

Section A assesses the student's ability to understand and respond in speech to written language. For this reason, only information from the texts is required to answer Questions 1 and 2. Students who add information from their own knowledge that is not from the text do not receive credit for it. They should not add extra information or give opinions in answer to Questions 1 and 2.

Some students prepare a summary of each paragraph during their 15 minutes preparation time. They then give their summary without tailoring their answer to fit the question asked. This type of response is unlikely to reach the top band of 4 for Stimulus Specific Understanding as students must show that they have understood the full implications of the questions. A summary of the paragraphs is not what is required.

For Questions 3 and 4, students should give a well-developed answer in which they consider various aspects of the question. It can be counter-productive to give very long answers as students will often lose focus on the original question and their answers become irrelevant.

Teachers must read the questions on the stimulus cards verbatim. No additions or changes to the questions are allowed. Teachers may not prompt or clarify, although repetition of the question is permitted. Some teachers added extra questions and developed a discussion during Section A. This is not allowed and the student can receive no credit for their responses to extra questions.

It is important to allow candidates to develop detailed responses to stimulus specific questions 3 and 4. Examiners noted that some teachers tended to cut off their students and did not allow them to finish their answers.

Commentary on Section A questions

Please refer to the indicative content for suggested answers to Section A. The following commentary aims to give feedback on how schools and students can improve their performance in this section.

Please note that the indicative content in the mark scheme provides only suggested answers and is not prescriptive.

Youth Matters 1A and 1B

Q1) Asked how, according to the text, Garbiñe Muguruza feels about the pressure she feels. Some students said that she takes her image seriously and that she feels emotional when a young person wants to play like her. These responses did not answer the question.

Youth Matters 2A and 2B

Q1) Students needed to say what parents of young children should do, according to the text. Many students said that young children need to form a strong bond with their parents and focused their answer on why this is. They did not clearly say what parents should do.

Q2) Asked what children who have a strong bond are like. The correct answer required students to reformulate the language of the second paragraph as a direct lift from the text did not fully answer the question.

Lifestyle Health and Fitness 1A and 1B

Q1) Some students said that the Queen's ideas had influenced schools in Spain in general. This was incorrect as the text only mentions the princesses' school.

Lifestyle Health and Fitness 1A and 1B

Q2) Required students to say how a person who walks 30 minutes a day feels. Students who talked about the benefits of walking without mentioning how someone would feel, did not answer the question correctly.

Environment and Travel 1A and 1B

Q1) The answer was contained in the words of the engineer. Students needed to reformulate his words, changing them from the first to the third person and picking out the relevant information.

Q2) Asked what could be done to make buildings safer. The paragraph mentions reasons why some buildings are not safe. Students needed to reformulate this information around in order to explain what should be done.

Environment and Travel 2A and 2B

Q1) and Q2) required students to manipulate the verbs of the text from the second person singular into second person plural forms.

Education and Employment 1A and 1B

Q1) Required students to manipulate the verbs of the text from the second person singular into the third person singular forms.

Q2) Required manipulation of verbs from the second person singular into the third person plural.

Education and Employment 1A and 1B

Q1) Asked how a student would benefit from an internship. Some students overlooked the point *hará que te destagues de los demás*. Again, a change in verb forms from second to third person singular was required.

Commentary on Section B

Spontaneity and development

A significant number of tests were “question and answer format”. Teachers can help students to demonstrate spontaneity and to develop their answers. Teachers should interact with the students to facilitate a natural-sounding conversation within the context of an examination. They should pick up on the points a student makes and probe further for details. Examiners heard some excellent discussion techniques which help students to develop their responses, for example:

¿Por qué dices/piensas eso?

¿Me podrías explicar un poco más ...?

¿Entiendo lo que dices, pero has considerado.../por qué?

¿Me podrías dar un ejemplo de cómo esto afecta...?

Some teachers reflect back what a student has said and this approach can encourage them to develop further e.g.

¿O sea que tu crees que...?

Entonces, ¿para ti, lo más importante es...?

Students should be encouraged to take the initiative in the discussion. They must add points and ideas and move the discussion forward. Discussions which are led by the teacher's questions, rather than the student's ideas and points of view will not score high marks for Spontaneity and Development.

Teachers should discourage students from delivering long, uninterrupted speeches. The best performances were interesting, lively, flowed naturally and were a pleasure to hear. Teachers should not interrupt.

Knowledge and understanding

Many students do not demonstrate sufficient knowledge and understanding to score highly on this grid. Students should research their chosen General Topic Area (GTA) and be prepared to give facts, information and to refer to real situations in order to support their opinions and points of view. A student whose answers do not contain facts or concrete evidence is unlikely to reach the 7-8 band or higher.

A high number of native speaker candidates showed no evidence of research for their GTA and were therefore unable to score higher than 5 or 6 for Knowledge and Understanding. Some responses were very anecdotal and candidates showed little if any preparation. Some candidates gave vague and general facts or questionable statistics.

A small number of students gave many facts and statistics, but did not give their own ideas and opinions. For a high score in this grid, students must demonstrate a balance of knowledge, understanding, opinions and ideas about the GTA.

A small number of candidates demonstrated a wealth of opinions and ideas based on detailed research and deep knowledge. Some candidates were even able to quote their sources. Such performances scored 9-10 for Knowledge and Understanding.

Administrative matters

Schools are politely requested to use the following file naming format both for the OR1 and audio files:

WSP01_Centre number_Candidate number_Candidate name

WSP01_9XXXX_2XXX_Candidate Name

In this way, candidates are ordered by candidate number and examiners can quickly find the OR form and recording for each candidate. If other formats are used, it can be very difficult and time-consuming for examiners to find the correct files.

Centres should fill out the GTA and stimulus card on the OR1 forms. Many were left blank.

It is not necessary to send paperwork (registers and OR forms) to the named examiner as they receive all materials online from Pearson once schools have uploaded them.

Teachers should announce the Stimulus Card and GTA at the beginning of the test.